

THE VOLETTE

Health Education

Hygiene of the Mouth and Its Relation to Health and Disease

WILHELM

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1. Calculous deposits or tartar on the teeth.
2. Discoloration of the teeth.
3. Halitosis, or offensive breath.
4. Pyorrhea, which is a discharge of pus from the tooth sockets, a sign of decay of the teeth.
5. Vincent's stomatitis or trench mouth, which is a general inflammation of the gums and mouth.
6. Systemic diseases such as heart, kidney, stomach and joint diseases, developing as a result of bacteria entering the system from an unhealthy mouth.

Advice as to the care of the mouth and teeth.

1. Thorough brushing of teeth, gums and tongue upon arising in the morning and before retiring at night and when possible after each meal. The brush must be of an approved type.

To brush, place the brush firmly on the tissue above the upper teeth and below the lower ones, and with a rubbing motion, brush vigorously toward the biting surface of the teeth. This stimulates the gums as well as removes particles of food from between the teeth. It does not expose the neck of the teeth which makes them sensitive.

2. Consult your dentist at least twice a year and whenever you are aware that any trouble exists. This minimizes the chance of deep seated cavities, destruction of pulp and decayed teeth. "Dead teeth" followed by abscesses is the hidden cause of much neuritis, arthritis, rheumatism, heart disease and kidney disease.

3. A well-balanced diet with a proper calcium content goes far in preventing decay of teeth.

U.T.J.C.

Library's Confidential Guide

1. "The April Queen," by Stephen Crane.

2. "The April Weekly," by Sherwood Anderson. Ditto.

3. "The April Provocative," from the Contributor's Club of the April "Atlantic." English lit. students should enjoy this.

4. "The April Andy in Art in the current Harper's." Lions Mouth.

5. Two Sonnets by Edna St. Vincent Millay in the same magazine.

6. "The April" both the book and the magazine.

7. "The April Current Is no Cover to cover."

8. "The April Human Beings?" by...

9. "The April They in the April 'Book'."

10. "Your editor asked us once human are professors; professors prevented our giving..."

11. "The April Mr. Priestley's article..."

12. "The April Creative type of teacher."

13. "The April Number of the 'New Book'."

14. "The April Poly by Dr. Logan Clinchy."

15. "The April A new popular work on physics which divides its time between..."

16. "The April debunking medical practices..."

17. "The April popular beliefs and furnishing information about the machine..."

18. "The April do too much and do too little to..."

19. "The April This is a bright book."

20. "The April Mercenary in style."

21. "The April History Portrayed in Fabricks—the..."

22. "The April Feature of Art in Everyday..."

23. "The April Golden Book."

Philosophy 121

An Individual Objective of Education

By WILLIAM E. COLE

There was no doubt a pristine period in American life when only the three Rs were taught and where educational objectives were not difficult to define. That day is past. During this primordial period in American education the job of the teacher was to teach his pupils to master the three Rs and the duty of the pupils was to master them. As the curriculum expanded to meet the demands of mass education and with that expansion a growing emphasis on individual work and extra-class activities, the situation became more complex and educational objectives more vague. Education came to be "the modification of human behavior in a desirable direction in a controlled environment—the school," or "the direction and redirection of human experience," or "the complete development of all the powers." Anyway, the idea of "completeness" became paramount in our educational philosophy and teachers and pupils became lost in a program of undirected education.

To consider a concise individual objective of education we must postulate education and learning. Most writers on education treat them as synonymous terms. For sake of clarity and convenience we should either differentiate between the two or else discard one or the other. Now, "learning is the process by which man acquires tendencies to behavior with which he was not born. It is also the tendencies to behavior which he acquires by that process." Education is, however, "that part of the process of learning which is directed to the ends of acquiring knowledges, skills, attitudes, and ideals, and the product in learning of such directed process."

Speaking of the process, rather than the product, we may have learning without education but never education without learning. Such a differentiation postulates a will, a guid-

ing hand, behind the educative process. This may be the teacher, the pupil, the home, or the cooperative effort of all three. Few would question the statement that the ultimate aim in all education is to make of the educand and educator—to make of the pupil his own teacher so that he may continue the conscious direction of his own education after his school days are over. Too much education ends with the throwing of the algebra book behind the hedge on the way home from the last day of school. Of course, all education is self-education in the sense that one individual cannot learn for another, but not usually to the extent that an individual takes his own education in hand and constantly directs it.

From an individual standpoint, education as a process going on, should strive to develop an individual who, insofar as his innate capacities on the one side, and conditions of environment by him unalterable on the other, permit, shall at any stage of his life career unite well-being with well-doing. This obviously makes the goal of education the cultivation of intelligent behavior, even if much of it must be attempted in barren soil.

Now, an individual who united well-being with well-doing is:

1. Who as an organism or living human being is:

- In respect to the constant essentials of organismal welfare by habit adapted. That is, adapted to habits of personal hygiene, personal habits of conduct and the like. Why should not an individual adapt himself to do with a minimum of thought the constant array of little things he does every day of the year?
- In respect of the variable essentials of organismal welfare deliberately adaptive. That is, an individual who deliberately changes to meet changing conditions which effect his organismal welfare.
- In respect to the improvable features of environment essential to organismal welfare alert to discovery, versatile in control, and moved by creative ideals.

2. One who as *socius* or participant or companion in society is:

- In respect to the essential and constant conditions of social relationship by habit adapted. In so far as adjustment to certain laws, regulations, habits, and adaptations of the individual are beneficial to the largest number of the group, the educated man is adapted to them or tolerant of them.
- In respect to the variable essentials of social relationship deliberately adaptive.
- In respect to the improvable features of social relationship and participation in society alert to discovery, versatile in control, and moved by creative ideals.

3. One who as a human spirit or person with a state of mind and fund of attitudes and appreciations

- Finds in his organic adaptations significance both intrinsic or inherent and derivative of ideals.
- Finds in his social participations and dealings with social

Faculty Biography

(Continued from page One)

some work in psychology, philosophy, and physiology.

"Some undergraduate extra-class activities were: three years intercollegiate debater; president of agricultural club; president of two literary societies; member of student council; president of education honorary fraternity; associate editor of Tennessee Farmer.

"My fraternity associations are: social fraternity, Alpha Tau Omega; Phi Delta Kappa, national honorary educational fraternity; Tau Kappa Phi Epsilon, national literary fraternity; Alpha Kappa Delta, national sociological fraternity. I was president of Theta chapter, Phi Delta Kappa at Cornell University and also president of Cornell chapter of Alpha Kappa Delta.

"Some publications have been: Master's thesis on "The Development of Supervision of Instruction"; Doctor's dissertation, "The Status of Rural Supervisors in the United States." Bulletin, "The Status of Rural Supervisors in the United States"; 57 pp. Co-author "Survey of Tompkins County (N.Y.) Schools." In American Journal of Bacteriology—"The Natural Purification of Streams"; "A Fixation for Bacteria in Mills"; in Social Forces (soon to be published) "An Area That Might Be Community."

"My primary interests are rural education, Educational Sociology, the biological sciences, philosophy and fishing. I hate corrupt politics, gossip, laziness, sarcasm, and people whose minds are close to new ideas.

"My views on education? Oh, yes. I think the ultimate aim of education should be the development of an individual who will unite well-doing with well-being. Such an individual is one who shows intelligent behavior. Any walk along the country road or street or college campus is sufficient to show one that few individuals manifest intelligent behavior in their activities. An individual who shows intelligent behavior is one who understands the meaning of things—a meaning-full life."

problems significance both intrinsic and derivative of ideals.

- Finds in his creative endeavors toward the accomplishment of ideals the sense of highest worth intrinsic or inherent. In this an individual endeavors to become significant and meaningful to him.

The lack of space prohibits a statement of how this aim in education is to be accomplished. Briefly, we face the question: "How are we going to train an individual so that he will make intelligent adaptations, be alert to discovery, versatile in control, and be moved by creative ideals?" In other words, how is intelligent behavior to be cultivated? This question, perhaps, finds its best answer in an analysis of the nature of such behavior. An intelligent reaction is one guided by a meaning, and such control of conduct by meaning is the distinguishing mark of intelli-

gent, as opposed to mechanical, behavior. The adaptability that is becoming increasingly important in an accelerating world is therefore to be cultivated by helping the individual make the meanings he already has and to win for himself new ones. To live intelligently is to live a life full of meaning. Yet, how empty and meaningless the lives of many of us are.

—U.T.J.C.—

From Our Exchanges

We note with interest:

That the foundation for the new stadium at Union is started. Cardinal and Cream, April 10, 1931.

That the two publication staffs enjoyed an annual picnic at the State College, Arkansas.—The State College Herald, April 10, 1931.

That large crowds attended the sophomore class play at Jonesboro College. Jonesboro Collegian, April 3, 1931.

That the tables were turned; faculty tested at Millsaps. The Purple and White, March, 1931.

That Spring football got under way in March at Lambuth. Lambuth Vision, March, 1931.

That debating is a major activity of Carson-Newman College.—The Orange and Blue, April 4, 1931.

That the Exchange Editor of the Volette puts the student publications sent him on the newspaper table in the U. T. J. C. Library.

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Library Notes

I'll Take My Stand. By Twelve Southerners. 359 pp. New York; Harper and Brothers. \$3.

By WILLIAM E. COLE

In "I'll Take My Stand," twelve sons of the rural South renew their faith in the South; its agrarian traditions, and contributions, as opposed to the contemporary American industrialism that is making rapid inroads upon a rural, agrarian, Southern civilization. It is against the tendency of the South to overthrow its contributions and inheritances in its attempt to get on the band wagon of industrialism that "I'll Take My Stand" is written.

Some of the by-products of industrialism are over-production; inequality in the distribution of wealth; a personal-impersonal urban civilization; a general tendency to underestimate the contributions of the dwellers of rural; a loss of personal independence, individual philosophy, and a fragmentation of the individual's time, energy, and personality. To remedy these evils modern industrialism urges bigger and better machines. To prevent their maturation in the South, "I'll Take My Stand" urges a retention of certain charac-

teristics, to wit: a philosophical easiness; the manners of the South; its sincerity; Southern family sense; an unboasting pride, and, above all, a faith in the South.

Time's arrow points forward and not backward. The South, or no nation or section for that matter, can retrace its steps along a cultural cycle. It must accept the society of its contemporaries. It must build on the foundations which it has. Out of the individualism of the South that was, and is, a new individualism must be born and fostered. The freedom of the old South was individual. The freedom of industrialism is of the crowd. Life for an individual, or for a nation, need not be the march of a regiment on parade. There is more than one trumpet to fix the step. The South should listen to the sound of its own drum toward Utopia.

U.T.J.C.

Chapel Programs

(Continued from page One)

Bob Clark, Martin, Basham, Thompson, Burnette, and Watson. The spelling match was very interesting and after several minutes of spelling there were only four standing. These four, Lucile Owens, Gertrude Estes, Watson and Basham, showed their ability by spelling for a longer length of time. Finally there were only Gertrude Estes and Basham standing. Basham stood the longer, and was acclaimed the champion speller of Mr. Kulp's English classes.

After the spelling match was over Miss Carl gave an account of her trip to the Teachers' Meeting in Nashville. At this meeting, Miss Florence Elliott, president of our Home Economics Club, was elected president of the State Home Economics Club.

On Tuesday, April 14, 1931, Mr. Herbert Brashfield, a radio artist of Memphis, delighted the student body with a few musical selections:

"Please Don't Talk About Me When I'm Gone," "Old Rocking Chair," and others. We all enjoyed the program very much.

U.T.J.C.

LIBRARY MISSES LEAR'S "BOOK OF NONSENSE"

There was an Old Person of Hove, who frequented the depths of a grove;

When he studied his Books, with the Wrens and the Rooks, That tranquil Old Person of Hove.

Boys at U. T. J. C. do better. They frequent the Library and study with the "chens."

There was an Old Person of Cromer, who stood on one leg and read Homer;

When he found he grew stiff, he jumped over the cliff, Which concluded that Person of Cromer.

So conclusion! A comfortable chair in the South Study would have saved him.

There was an Old Man of the Hague, whose ideas were exceedingly vague;

He built a balloon to examine the moon,

That deluded Old Man of the Hague.

Such exceeding vagueness is matched, we're told, by students who want reserved books.

There was an Old Man of Vesuvius, who studied the works of Vitruvius;

When the flames burnt his book, to drinking he took, That morbid Old Man of Vesuvius.

Such conduct! And he probably did not have to pay for a new copy either.

There was an Old Man of Moldavia, who had the most curious behavior;

For while he was able he slept on a table, That funny Old Man of Moldavia.

Curious indeed! But it has been done in the Library.

There was an Old Person of Buda, whose conduct grew ruder and ruder,

Till at last with a hammer they silenced his clamor, By smashing that Person of Buda.

Library take note.

U.T.J.C.

Honor Roll,

Winter Quarter

(Continued from page One)

Clark, Bob
Fowler, Marlene Frances
Grills, Jessie Maude
Little, Mary Hazei
Martin, James Andrew
Nix, Hazel Olivia
Waggner, Louisa

U.T.J.C.

Treasure Hunt

(Continued from page One)

Due to the mixed ideas from every wild hunter, groups were seen chasing everything but "bugs." After about an hour and half of running here and there over the campus and town, they assembled on the porch of the Home Ec. building, where chocolate ice cream bars were served.

Baseball Chatter

The baseball team is being coached by Van Morgan this spring. Coach Grantham having repaired to Knoxville for study.

Practice games are played practically every afternoon. The varsity defeated the faculty, 2 to 1, on one afternoon, and 8 to 6 another. They beat the Greenfield High School team 4 to 1 in one of the best played games of the season, and nosed out the Rives Independents, 9 to 7. They have player he Martin town and high school teams, also.

Old Man Injury seems spiteful this spring, having first disabled Catcher McBride with a cracked breast bone, and then Outfielder Huffstutter with a badly sprained leg.

Some new material, which appears very promising, has come forth for the final six weeks of the quarter. The most promising recruits are Arnim Brann, who can fill very capably the position behind the bat, and "Brains" Cultra, who, it is rumored, can pitch a ball by a batter so fast he can't see it without looking twice (apologies to Alpha).

Bill Pybas is very versatile, it seems, having played at first, second, and third the last few days, in addition to catching against Bethel.

Among the most urgent needs of the team are adequate supplies of chewing tobacco, and enough take to hold the pants of some of the players together.

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